

## Latta Middle

602 North Richardson Street  
Latta, SC 29565

**Grades** 6-8 Middle School

**Enrollment** 401 Students

**Principal** Martha W. Heyward 843-752-5852

**Superintendent** Dr. John M. Kirby, Jr. 843-752-7101

**Board Chair** Harold Kornblut 843-752-5178

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	5	34	6

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Average	No
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Below Average	Below Average	No

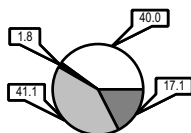
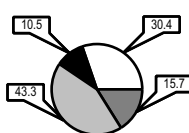
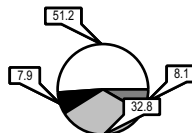
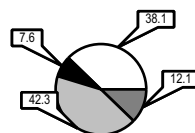
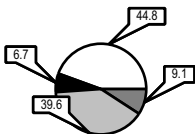
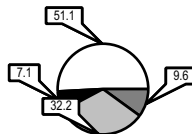
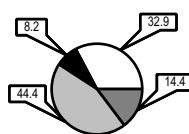
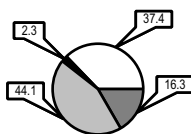
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	N/A	95.8
<b>English 1</b>	N/A	91.6
<b>Biology 1/Applied Biology 2</b>	N/A	55.9
<b>Physical Science</b>	N/A	43.6
<b>All Subjects</b>	N/A	93.0

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	399	96.7	39.5	40.8	17.8	1.9	28.9	Yes	Yes
<b>Gender</b>									
Male	207	96.1	40.4	44.7	12.8	2.1	23.9	N/A	N/A
Female	192	97.4	38.5	36.8	23.1	1.6	34.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	215	98.1	29.4	44.3	23.4	3.0	39.3	Yes	Yes
African American	174	94.8	52.5	37.5	9.4	0.6	15.0	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	353	100.0	36.2	42.4	19.3	2.1	31.5	N/A	N/A
Disabled	46	71.7	72.7	24.2	3.0	0.0	3.0	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	399	96.7	39.5	40.8	17.8	1.9	28.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	399	96.7	39.5	40.8	17.8	1.9	28.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	274	95.6	46.0	39.5	12.9	1.6	21.0	No	Yes
Full-pay meals	125	99.2	26.2	43.4	27.9	2.5	45.1	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	399	97.0	27.8	45.0	16.4	10.8	36.7	Yes	Yes
<b>Gender</b>									
Male	207	96.6	29.1	45.0	14.3	11.6	33.9	N/A	N/A
Female	192	97.4	26.4	45.1	18.7	9.9	39.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	215	98.1	18.9	44.8	21.4	14.9	46.8	Yes	Yes
African American	174	95.4	38.5	46.0	11.2	4.3	24.2	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	353	100.0	24.9	45.4	17.8	11.9	40.1	N/A	N/A
Disabled	46	73.9	55.9	41.2	2.9	0.0	2.9	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	399	97.0	27.8	45.0	16.4	10.8	36.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	399	97.0	27.8	45.0	16.4	10.8	36.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	274	96.0	34.5	44.6	14.5	6.4	29.3	Yes	Yes
Full-pay meals	125	99.2	13.9	45.9	20.5	19.7	51.6	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	399	100.0	50.7	33.4	8.1	7.8	15.9
<b>Gender</b>							
Male	207	100.0	46.9	35.2	7.1	10.7	17.9
Female	192	100.0	54.5	31.6	9.1	4.8	13.9
<b>Racial/Ethnic Group</b>							
White	215	100.0	37.6	39.0	12.2	11.2	23.4
African American	174	100.0	65.7	27.2	3.0	4.1	7.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	353	100.0	46.6	35.6	9.2	8.6	17.8
Disabled	46	100.0	80.4	17.4	0.0	2.2	2.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	399	100.0	50.7	33.4	8.1	7.8	15.9
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	399	100.0	50.7	33.4	8.1	7.8	15.9
<b>Socio-Economic Status</b>							
Subsidized meals	274	100.0	57.7	31.9	4.6	5.8	10.4
Full-pay meals	125	100.0	35.8	36.6	15.4	12.2	27.6

<b>Social Studies</b>							
All Students	399	100.0	37.6	42.8	12.0	7.6	19.6
<b>Gender</b>							
Male	207	100.0	36.2	40.8	13.3	9.7	23.0
Female	192	100.0	39.0	44.9	10.7	5.3	16.0
<b>Racial/Ethnic Group</b>							
White	215	100.0	29.8	43.4	15.6	11.2	26.8
African American	174	100.0	47.3	42.0	7.1	3.6	10.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	353	100.0	34.1	44.2	13.1	8.6	21.7
Disabled	46	100.0	63.0	32.6	4.3	0.0	4.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	399	100.0	37.6	42.8	12.0	7.6	19.6
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	399	100.0	37.6	42.8	12.0	7.6	19.6
<b>Socio-Economic Status</b>							
Subsidized meals	274	100.0	42.7	42.7	10.4	4.2	14.6
Full-pay meals	125	100.0	26.8	43.1	15.4	14.6	30.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	100.0	46.0	35.7	15.9	2.4	18.3
	7	133	100.0	38.3	46.1	14.8	0.8	15.6
	8	147	98.0	34.6	44.1	16.9	4.4	21.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	129	93.0	44.3	32.2	19.1	4.3	23.5
	7	135	98.5	40.9	39.4	18.9	0.8	19.7
	8	135	98.5	33.6	50.0	15.6	0.8	16.4
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	100.0	19.0	50.0	22.2	8.7	31.0
	7	133	100.0	25.0	39.8	18.0	17.2	35.2
	8	147	98.0	36.8	43.4	11.8	8.1	19.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	129	93.0	22.6	43.5	16.5	17.4	33.9
	7	135	99.3	26.6	46.1	19.5	7.8	27.3
	8	135	98.5	33.6	45.3	13.3	7.8	21.1
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	100.0	50.8	31.7	14.3	3.2	17.5
	7	133	100.0	44.5	38.3	10.2	7.0	17.2
	8	147	98.0	42.6	36.8	9.6	11.0	20.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	129	100.0	58.9	28.2	6.5	6.5	12.9
	7	135	100.0	53.5	29.5	12.4	4.7	17.1
	8	135	100.0	40.0	42.3	5.4	12.3	17.7
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	100.0	34.1	44.4	12.7	8.7	21.4
	7	133	100.0	58.6	30.5	5.5	5.5	10.9
	8	147	98.0	33.8	47.1	8.8	10.3	19.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	129	100.0	29.8	41.1	17.7	11.3	29.0
	7	135	100.0	46.5	37.2	7.8	8.5	16.3
	8	135	100.0	36.2	50.0	10.8	3.1	13.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 401)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	13.7%	16.7%
Retention rate	6.6%	Down from 9.9%	3.0%	2.5%
Attendance rate	95.6%	Up from 95.3%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%	Up from 2.7%	1.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%	Up from 2.7%	1.3%	1.0%
Eligible for gifted and talented	14.3%	Down from 16.6%	12.5%	15.6%
On academic plans	11.9%	N/AV	51.9%	39.9%
On academic probation	11.9%	N/AV	0.9%	0.7%
With disabilities other than speech	10.9%	Up from 10.6%	13.0%	12.4%
Older than usual for grade	11.5%	Down from 12.3%	6.7%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.8%	0.9%
Annual dropout rate	0.7%	Up from 0.4%	0.0%	0.0%
<b>Teachers (n= 25)</b>				
Teachers with advanced degrees	48.0%	Up from 47.8%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	38.7%	N/A	10.9%	9.1%
Teachers with emergency or provisional certificates	0.0%	Down from 5.3%	7.1%	5.6%
Teachers returning from previous year	81.7%	Down from 86.8%	82.3%	84.6%
Teacher attendance rate	96.2%	Up from 94.1%	94.9%	94.8%
Average teacher salary	\$37,307	Down 0.8%	\$41,119	\$42,267
Prof. development days/teacher	12.3 days	Up from 11.3 days	11.7 days	11.9 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.5	3.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 25.3 to 1	20.3 to 1	21.1 to 1
Prime instructional time	91.3%	Up from 88.3%	89.1%	89.0%
Dollars spent per pupil*	\$4,634	Down 19.9%	\$6,057	\$6,243
Percent of expenditures for teacher salaries*	59.7%	Up from 51.8%	61.1%	59.8%
Percent of expenditures for instruction*	61.8%		65.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	96.7%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	Down from Average	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2005-2006 school year has been another year of challenges and much excitement. We began this school year early with some special training during the month of June of 2005. Our school was one of the recipients of the SIG Grant. Members of the team included a parent, several teachers, guidance counselor, school administrators, and district personnel. The training was intense. The goal was to be ready to initiate a school-wide program to foster a positive school-wide environment. This environment, which covers every aspect of the school, would in turn have a positive effect on the students' overall discipline. Teacher buy-in has been great. Grade level teams, as well as the PBIS team, met on a regular basis. Incentives were used in recognition of positive behavior. In addition, nine-week celebrations were held for all students without a discipline referral for that period. The community and PTO support allowed us to award very special prizes at each celebration.

We continued with our Focus Group Program (small targeted groups of students), which provided additional academic assistance to targeted students. Our goal was to move these students to the next level of performance on the PACT test. MAP test results are still being used to assist teachers in their efforts to differentiate instruction. Via the two administrations of MAP testing, teachers have access to much needed information about their students' academic progress and areas of need. Teachers also used Lexile scores to help make more informative decisions about the reading levels of students.

Technology continues to be of great concern and value to us. It is still our goal to expose all students to a class of technology yearly. In addition, an Interactive Learning Network was installed in each teacher's classroom at the end of first semester. This meant that teachers were able to enhance their instruction during second semester via their laptop, mounted Smart board, projector, and document camera. They had a technology coach and media specialist to assist them with this technology. The district also sponsored a school-wide teacher web-site contest. Things went really well.

Reading fluency was an area of discussion this year. It was an area of focus for our After School Program. Reading Counts was again utilized throughout the school. We witnessed the many talents of our students via performances and student displays. Our Academic Challenge Team completed the season as the 2006 Division II champions. Our sixth grade classes did a remarkable job with the St. Jude Children's Research Hospital Math-A-Thon. The entire school participated in the March of Dimes, which was a huge success. Our Junior National Honor Society spearheaded this year's Relay for Life. It too was a huge success. The community time that was built into the sixth grade schedule seemed to help with their transition. We are also very appreciative to our business community for supporting us in providing each sixth grader with a large three-ring binder and supplies. This was an attempt to help them with organizational skills, which was an area of concern.

We look forward to the upcoming school year. It is our year for SACS preparation. We believe strongly in our stakeholders and therefore expect great things. Again, the LMS PRIDE will prevail via hard work.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	26	117	108
<b>Percent satisfied with learning environment</b>	92.3%	62.4%	83.2%
<b>Percent satisfied with social and physical environment</b>	84.6%	62.9%	77.6%
<b>Percent satisfied with school-home relations</b>	61.5%	83.2%	78.1%

\*Only students at the highest middle school grade level at this school and their parents were included.